



# Special Education Advisory Committee

Thursday, September 16, 2021 – 6:00 P.M.

Amended Sep 16/2021

MS Teams Virtual Meeting

## AGENDA

### Land Acknowledgement

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

### AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
<b>A-1 Opening</b>				
(a) Welcome/ Land Acknowledgement Statement			√	W. Rose
(b) Roll Call			√	P. Curran
(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
LEARN				
<b>B-1 Timed Items</b>				
(a) Grand Erie's Multi Year Strategic Plan*	√	√	√	L. Thompson
(b) A Day in the Life of the Attendance Counsellor	√	√		Karin Mertins



# Special Education Advisory Committee

Thursday, September 16, 2021 – 6:00 P.M.

Amended Sep 16/2021

MS Teams Virtual Meeting

## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>LEAD</b>				
<b>C-1 Business Arising from Minutes and/or Previous Meetings</b>				
(a) Ratification of Minutes June 17, 2021*			√	W. Rose
(b) Special Education and Well-Being Summer Programs – Update*	√	√		L. Sheppard/F. Lainson/ P. Bagchee/K. Mertins
(c) Education Standards 2021 Initial Recommendations	√	√		P. Boutis/W. Rose
<b>LEARN</b>				
<b>D-1 New Business</b>				
(a) New in our Department 2021-22	√	√		J. White
(b) Naming our Department – A Bold New Vision* (Groups)	√	√	√	L. Thompson / K. Mertins
<b>LEAD</b>				
<b>E-1 Other Business</b>				
(a) LDAO Conference 2021	√			K. Mertins



# Special Education Advisory Committee

Thursday, September 16, 2021 – 6:00 P.M.

Amended Sep 16/2021

MS Teams Virtual Meeting

## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>INSPIRE</b>				
<b>F-1 Standing Items</b>				
(a) Policy/Procedures Out for Comment <a href="#">SO8 Community Partnerships</a> <a href="#">SO10 Bullying Prevention and Intervention</a> <a href="#">SO11 Progressive Discipline and Promoting Positive Student Behaviour</a> <a href="#">SO134 Website Requirements</a> <a href="#">HR120 Communicable Diseases</a>  Please send all comments and feedback regarding the following policies/procedures to Marta Burakowska - <a href="mailto:marta.burakowska@granderie.ca">marta.burakowska@granderie.ca</a> by September 29, 2021	√			P. Curran
(b) Trustee Updates	√			R. Collver/T. Waldschmidt
(c) SEAC Orientation Handbook – Review*	√	√		W. Rose/P. Boutis
(d) LITE Data for Students with Special Education Needs 2020-21*	√	√		L. Thompson
(e) Public Consultation for Special Education*	√	√	√	F. Lainson
(f) SEAC Representative to GEPIC	√	√	√	W. Rose



# Special Education Advisory Committee

Thursday, September 16, 2021 – 6:00 P.M.

Amended Sep 16/2021

MS Teams Virtual Meeting

## AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
<b>G-1 Information Items</b>				
(a)				
LEARN LEAD INSPIRE				
<b>H-1 Community Updates</b>				
(a) Inclusion Action in Ontario	√			P. Boutis
LEARN LEAD INSPIRE				
<b>I-1 Correspondence</b>				
(a) LDAO SEAC Circular*	√			W. Rose
(b) Ltr – Algoma DSB - Online Learning Supports / Universal Design for Learning - Mar 2021*	√			W. Rose
(c) Ltr – PVNCCDSB – Summer Special Education and MH/Wellbeing Program Planning; Stabilization Funding – Declining Enrolment; Exceptional Learners - Learning Recovery and Renewal*	√			W. Rose





# Special Education Advisory Committee

Thursday, September 16, 2021 – 6:00 P.M.

Amended Sep 16/2021

MS Teams Virtual Meeting

## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>INSPIRE</b>				
<b>J-1 Future Agenda Items and SEAC Committee Planning</b>				
(a)		√		W. Rose
<b>K-1 Next Meeting</b>				
Thursday, October 21, 2021   Venue / Format TBD	√			W. Rose
<b>L-1 Adjournment</b>				
Meeting adjourned at          p.m.			√	W. Rose

Note: Column Abbreviations

\* Attachments to the agenda

Info.          Item for information only

Dia.          Item for dialogue

Res.          Item for resolution or recommendation

SEMT          Special Education Management Team

AGENDA ITEM(S)

Standing:

- LDAO SEAC Circular September, November, February, April and June (as available).

# A Bold New Vision for Grand Erie



Introducing our Multi-Year Plan  
for 2021-2026





# Introduction

- Over the last five years, the 2016 -20 Multi-Year Plan has provided a focused direction for growth and improvement throughout our schools and all levels of our organization.
- As we come to the end of the current plan's term, we must now renew the Multi-Year Plan for 2021-26.
- Coming out of one of the most challenging times in the history of education, now is the right time to chart our path and vision for the future.
- Setting up students for success must include a bigger focus on access to learning, equity and inclusiveness, and a culture of well-being.



# Consultation Process

## We listen to the voices inside and outside Grand Erie

- Students, staff, families, and community partners were invited to submit their input on how the board is doing, what could be improved, and key priorities for the future.
- Feedback was collected between April and June through virtual community consultation sessions, ThoughtExchange, surveys, and by email.
- Through ThoughtExchange, we had over 750 participants contribute over 330 ideas and over 7,400 engagements with those ideas.





# What We Heard





# Our New Vision

Learn

Lead

Inspire



# Our Mission

Together we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.





## Priority #1: Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

## Priority #2: Well-Being

We build a culture of well-being to support the cognitive, social emotional and physical needs of each learner.

## Priority #3: Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.





“ Unless commitment is made,  
there are only promises  
and hopes; but no plans. ”

**PETER DRUCKER**





## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

### MINUTES

#### SEAC Members

**Present:** Chair W. Rose, L. Boswell, P. Boutis, B. Bruce, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, L. Scott, T. Waldschmidt, T. Wilson.

**Regrets:** C. Brady, T. Buchanan, L. Nydam, J. Trovato.

**Recorder:** P. Curran.

#### Resource Staff

**Present:** P. Bagchee, L. Boudreault, K. Mertins, L. Sheppard, L. Thompson, J. White.

#### Guests:

**Present:** J. Gemmill, ITS Staff; S. Kuva, Lead Educational Assistant; B Shuttleworth, Board Certified Behaviour Analyst.

**A-1 Opening** **W. Rose**

(a) Welcome

Chair Rose welcomed everyone, called the meeting to order at 6:02.

K. Mertins introduced a video featuring Kirsten Maunder an Educational Assistant in Grand Erie and an interpreter, signing the Land Acknowledgement Statement which was also read by K. Mertins.

A link to the presentation is below.



ASL Land  
Acknowledgement 2

(b) Agenda Additions / Deletions / Approvals W. Rose

Moved by: K. Jones  
Seconded by: L. Boswell

**THAT** the SEAC 20-09 Agenda for Thursday, June 17, 2021 be approved as circulated.

**CARRIED**



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

- (c) A Day in the Life of the Complex Behaviour Intervention Team (CBIT) L. Sheppard / B. Shuttleworth / S. Kuva

Ms. Sheppard introduced Bernie Shuttleworth and Sarah Kuva and explained their work is at the Tier 3 level with students who need intensive intervention.

Ms. Shuttleworth, Board-Certified Behavior Analyst, shared she works at the tip of the tier, i.e., students who are still struggling although they have already had Tier 1, Tier 2 and sometimes Tier 3 interventions.

The CBI Team created a process graphic for school teams to facilitate understanding of the roles which use the principle of Applied Behaviour Analysis teaching to bring about positive change in a student's life. The goal is to replace problem behaviour with new skills which are more effective for helping the student get what they are seeking.

CBIT utilizes a team approach to support a student with support from family, school staff and community resources and/or agencies.

1. How Many Students Do You Support in a Week?

The strength of our team is the intensity of our intervention, so we only work with two to four students each week. Each student receives an average of 10 to 34 hours of direct support weekly. Typically, students require both a Board-Certified Behavior Analyst (BCBA) and a Lead Educational Assistant at this level.

2. How Many Students Do You Support in a Year?

Usually 10 to 12 students per year, depending on student needs.

Once a student's unwanted behaviour has stabilized, CBIT support fades and intervention is scaffolded back to school staff. Part of job is to help students return to school if attendance is a concern.

3. How Do Schools Access Your Support?

School resource teams submit a referral request and an appointment is made to conduct a fact-finding meeting with the parents and school staff before CBIT assesses an intervention. The goal is to train staff along the way so CBIT can fade out when staff becomes confident and feels safe.



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

---

### 4. Describe a Day in Your Work Life

Ms. Kuva, Lead Educational Assistant

When we are in with a student, we plan for each day and don Personal Protective Equipment (PPE), as needed, to keep safe and minimize risk. We implement a behaviour plan which can change throughout the day depending on a student's needs. We schedule meetings with staff at the beginning and end of each day to review and assess. We maintain continual communication with school staff, classroom staff and administration as well as families.

### 5. How Does Your Role Affect Students in the Classroom?

They work directly with the student in their class setting to identify what the student needs for success. Often, they will notice the goal is to increase attendance or participation. A large part of their role is to ensure the safety of everyone while increasing the staff confidence in their skills and abilities to work within the plan. Communication is a big part of their day and they must always be mindful of staff safety when working with students who have behaviour concerns. Staff wellness is an important factor to consider.

### 6. Questions and Answers

Q1 L. DeLong asked if their role includes finding community resources for parents whose mental health is impacted, especially those whose children are learning remotely.

A1 B. Shuttleworth advised the hardest part is connecting community partners with parents. They are a big part of the team and this is a good question.

L. Sheppard added that often communication breaks down and that school and support staff works to re-establish and strengthen those relationships after the CBIT has finished their work.

Q2 W. Rose asked if there is an average age or grade where CBIT become involved.

A2 There is no specific trend. CBIT has supported every grade in elementary and secondary.

Q3 Is there a wait list for support while you are actively supporting other students?



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

A3 For the most part, students are generally being supported by their Behaviour Counsellor so the wait list is no longer than one or two weeks. CBIT works in Tier 3 intervention, and the school staff does a tremendous amount of work before the CBIT is called.

Q4 Have you noticed as staff becomes more confident, there is less demand for CBIT service?

A4 The situations handled by this team involve several dynamics that can lead to escalated behaviour which can result in breakdown in family / school relationships which often require more than one person to help restore them. The complexity of each situation makes predictability about future demand difficult.

### C-1 Business Arising from Minutes and/or Previous Meetings

W. Rose

(a) Ratification of Minutes May 20, 2021

Moved by: P. Boutis  
Seconded by: M. Gatopoulos

**THAT** the minutes for SEAC 20-09 be approved as circulated.  
**CARRIED**

(b) K-12 Education Standards Development Committee,  
Initial Recommendations Report, March 2021

K. Mertins

<https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

Ms. Mertins explained 20 people were tasked to develop recommendations to improve accessibility for Kindergarten to G 12 students. There are currently 197 recommendations, focusing on eight key barrier areas, planned for implementation by January 1, 2025 with an overarching goal to *"...help build an education system that is accessible for persons with disabilities, and in turn help prepare them for a lifetime of the fullest possible self-reliance, and participation as citizens."* p 2

The public is invited to comment on the recommendations until September 2, 2021. This is a large document, which has not yet been approved, but Grand Erie's Accessibility Committee members will review it over the summer and use it to shape their planning. The full expectation is the working groups will likely proceed quickly following the public comment deadline.

Chair Rose suggested SEAC review the document, submit comments by the deadline and share with a wider group as the more people who contribute, the better.



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

- (c) Fetal Alcohol Syndrome Disorder (FASD) Letters W. Rose

Chair Rose reviewed the two letters SEAC received and the preamble of the revised bill now known as Private Members Bill 172 which proposed amendments to the Education Act advising school boards promote awareness and understanding of FASD.

Grand Erie SEAC has received and sent communication expressing support for this type of legislation regarding this topic under previous iterations, i.e., Bill 191 and Bill 44 and asked members if they wished to respond again.

Dr. Scott advised many children go undiagnosed or misdiagnosed so are not getting the services they need for success. This Act was spearheaded by Kathleen Wynne as the government began to recognize FASD and their presentation can come up across multiple ministries.

Chair Rose would like us to write again, recognizing nothing may come from it, but to emphasize teacher and educational assistant training is valid.

K. Jones suggested a timeline for action be included as this topic has been discussed for more than six years.

Chair Rose will draft a letter by the end of next week for members to vote on electronically.

- D-1 New Business W. Rose**

- (a) SEAC Meeting Dates and Locations 2021-22

A proposed schedule was reviewed by members who voted for a virtual meeting in September with decisions for future locations deferred.

Committee meetings are usually on the third Thursday of the month, but in December and March they conflict with or butt up against Christmas and March school breaks so two dates for each were suggested.

Members decided on December 9, 2021 and March 10, 2022.

Moved by: L. Boswell  
Seconded by: M. Gatopoulos

**THAT** the 2021-2022 SEAC Meeting Dates and Locations schedule be approved as amended.

**CARRIED**



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

- (b) K-12 Education Standards, SEAC Working Group P. Boutis

Ms. Boutis explained she volunteers with another group who is working on this document and would like to include two or three SEAC members to form a task group to review and form recommendations.

She suggested they each work on two or three of the key areas and meet virtually over the summer to have any suggestions ready for September 2<sup>nd</sup>.

R. Collver, W. Rose and K. Jones all volunteered to participate in this working group.

P. Boutis will share information from David Lepofsky, including a preliminary draft document, once it becomes available.

Mr. Lepofsky is willing to meet with this group and will share a draft document that has been prepared. K. Mertins and J. White would like to be included in the meeting with Mr. Lepofsky.

Ms. Boutis will keep everyone informed and will email to those who want to participate in the SEAC working group.

- (c) Understanding Anxiety for Parents/Caregivers and Tip Sheet for Primary /Junior Educators P. Bagchee

Ms. Bagchee explained she wanted to share with SEAC these two draft documents she has been developing with the Social Workers and Child and Youth Workers.

- i. Understanding Anxiety Resource for Parents/Caregivers

The first document provides information for parents. Anxiety is a normal emotion. It can result from medical conditions, difficulties at home, work, school and/or stressful life events.

When feelings of worry, physical and behavioural symptoms become excessive and persist over a longer period of time they may interfere with the ability to learn and do everyday activities.

- ii. Anxiety Tip Sheet for Primary & Junior Educators

The second document is designed to help elementary teachers recognize the signs of anxiety so they can provide support to a student who is struggling with anxiety at school. Anxious students may be quiet and well behaved or (due to fight or flight response) may be disruptive and noncompliant.

They are also working on Anxiety Tip Sheets for Intermediate and Secondary Educators using the same framework.





## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

Resources and websites are also included in the Tip Sheets.

### iii. Comments:

K. Jones and her husband have two children diagnosed with anxiety and found the document very well done but wondered if a standard font could be used and if hyperlinks could be reduced.

Ms. Bagchee noted they will submit the document to Communications who will give it a standard format. She appreciated the positive feedback and encouraged any other members to submit input.

Chair Rose thanked Ms. Bagchee for the information and remarked how comforting it is for parents who struggle with their child's anxiety to know this plan is coming.

### E-1 Other Business

W. Rose

#### (a) Regional Special Education Council (RSEC)

K. Mertins

Claudine Monroe, Director of Special Education/Success for All Policy Branch shared the following:

- School boards would be receiving an invitation to participate in a pilot project supporting students with developmental disabilities transition to the world of work.
- Prior to the 2021-22 school year, a Remote Learning Guide for Student with Special Education Needs would be published; it is being compiled at the University of Ottawa.
- Report of the K-12 Education Standards related to accessibility would be published shortly with a public consultation phase to follow before a final report is written.
- *Right to Read* final report from the OHRC will be published in the fall.

Dr. Jamie Metsala, Mount St. Vincent University in Halifax gave a presentation about teaching all children to read using explicit, direct and systematic instruction that follows a research informed scope and sequence; if classroom instruction is stronger in the K-1 years specifically, then there will be fewer students requiring Tier 2 and 3 supports

#### (b) Staff Update

L. Thompson

- Superintendent Thompson congratulated L. Boudreault on her move to the role of Teacher Consultant for Special Education and expressed gratitude to her for everything she has done over the years to support SEAC and for her presentations and organization and attention to detail in her role as Program Coordinator.





## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

- L. Boudreault thanked Trustee Collver and the members for their time and for everything she has learned over the last six years.

### F-1 Standing Items W. Rose

(a) Policy/Procedures Out for Comment P. Curran

None.

(b) Trustee Update – Current Board Activities R. Collver / T. Waldschmidt

i. T. Waldschmidt  
Trustee Waldschmidt thanked everyone for their hard work this year and indicated he has no board news to share.

ii. R. Collver

- Trustee Collver noted we will miss Ms. Boudreault but know she will be an inspiring Teacher Consultant.
- Members may have noticed our flags lowered in respect to the people of our country as want to recognize all the students and staff in that community and as well we are celebrating Indigenous Month and recognizing the contributions of all the people of Canada.
- The Board is beginning to examine school names to ensure they are appropriate.
- Virtual graduations are happening in our schools.
- A Message for SEAC:  
I thank each SEAC member for your commitment and engagement in advocating for the needs of our students in special education programs and services. It is a significant commitment with monthly meetings and times lots of reading to be prepared and present at our meetings. Thank you – have a great summer.
- A Message for Staff:  
To the leadership team I am grateful for all your work this year. I have a quote from Alma Harris and Michelle Jones ( COVID 19 -school leadership in disruptive times) I would like to read: “ In such disruptive times, leaders cannot emulate the leadership practices they witnessed or enjoyed in a period of stability, continuity, and relative calm. Leading in disruptive times means being able to navigate a different course, to create new pathways through the disruption. Leaders on this journey are defined by their determination, their hope and their unshakable belief that whatever happens whatever the cost, whatever the scale of the challenge, they will continue to do everything in their power to safeguard the learning of all young people”. Thank you Liana and team present and those not with us in the room. Have a great summer.



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

### **G-1 Information Items W. Rose**

(a) May 2021 Mental Health Leadership Meeting Summary P. Bagchee

i. 2021-22 MH Strategic Plan Template

The input template addresses the three pillars of Mental Health. Mental Health Promotion, Mental Health Prevention and Mental Health Intervention.

ii. New Mental Health Strategic Plan

She further informed members that a new strategic plan for Mental Health is being developed. She will submit a draft by the July deadline and add Mental Health Leadership team input in the fall.

The goal is to have an approach that aligns with a tiered model of service and the Grand Erie Strategic Plan.

### **H-1 Community Updates W. Rose**

(a) None

### **I-1 Correspondence W. Rose**

(a) RE: PAAC Letter to Education Minister May 21, 2021

P. Boutis wanted to inform members as there was concern that the government was sending the students who struggled the most with distance learning into schools that were considered unsafe for other students. She recognized this was a hard situation.

Chair Rose noted the response does not touch on data collection.

(b) LDAO SEAC Circular – June 2021

Probably will have discussion items for the fall, with respect to credit recovery or learning updates and the recent announcement to de-stream math to follow up in the fall. Need to consider how students with special education needs are accommodated with respect to a de-streamed curriculum.

Trustee Collver would like to elaborate on the Math piece and see the topic of the Destreamed Math Curriculum on a fall agenda,

(c) Ltr - Renfrew County CDSB March 30, 2021

This letter is in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD)



## Special Education Advisory Committee SEAC 20-10

Virtual MS Teams

Thursday, June 17, 2021 – 6:00 p.m.

- (d) Ltr – Brant Haldimand Norfolk CDSB - May 26, 2021

This letter is in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD).

### J-1 Future Agenda Items and SEAC Committee Planning W. Rose

- (a) SEAC Goal Setting W. Rose

Chair Rose bid the Special Education Management Team Adieu and request they take a big bow for making it through a very strange school year. Applause to each and everyone of you for endlessly impressing us with your ability to deal with the challenges as they arise and do so with good humour. Thank you to all those from agencies and the private members who come to the table for all your good work. We will look forward to a hear that feels more familiar. Have a great evening and a wonderful summer.

Vice-Chair Boutis wanted everyone to know their suggestions have been reviewed and are being considered for an agenda placement next year.

### K-1 Next Meeting W. Rose

- (a) Thursday, September 16, 2021 | MS Teams | 6:00 PM

### L-1 Adjournment W. Rose

Moved by: K. Jones  
Seconded By: M. Gatopoulos

“**THAT** the SEAC 20-10 meeting of June 17, 2021 meeting be adjourned at 7:55 p.m.”

**CARRIED**

# Supporting Mental Health, Wellness & the Return to School

Piyali Bagchee, Mental Health & Wellness Lead

# Summer Supports, Training and Preparation for the Return to School

## STUDENTS & FAMILIES

**Virtual mental health support for students & families over the summer months**  
**Total number of referral=87**

**Summer School Transition Program-supported by CYWs**

**Virtual Workshops for Parents/Caregivers**

**Understanding and Supporting Anxiety**

**Making the Return to School Successful & Fun**

## STAFF (& STUDENTS)

**Training on Shanker & Hopkins Self-Regulation in Schools for EAs. 36 EAs participated in this training**

**Development of Resources**

**A Grand Return Colouring Sheets & Video**

**Welcoming & Inclusive Classrooms Tip Sheet for Educators**

**The First 20 Days-Activities That Support a Welcoming and Inclusive Return to School**

**Distributing fidgets and squishable objects to schools & students**

**Providing links to School Mental Health Ontario- Student Re-engagement resources**

# A Grand Return Colouring Sheets

## Instructions

The **A Grand Return** Colouring sheets can be done at school or sent home with students.

Once completed, these colouring pages can be posted in the main school foyer or outside classrooms to foster a sense of belonging and excitement about the return to school.

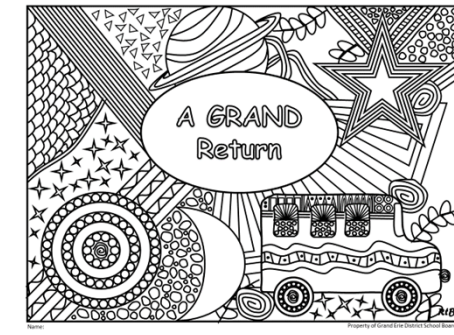
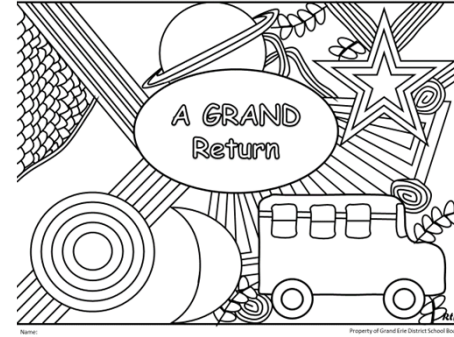
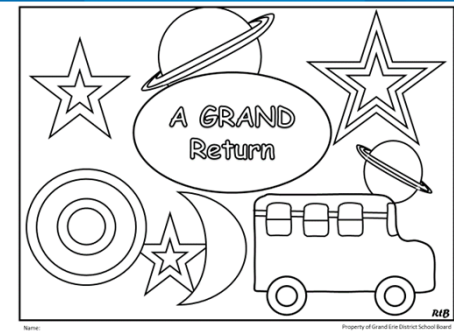
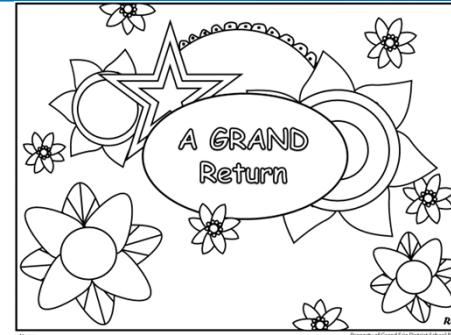
Colouring pages can also be digitally posted using **#aGRANDreturn**. If posting digitally, please refrain from putting the student's name or other identifying information on the front of the page.

Colouring sheets need to be completed to the best of the student's ability. Students will receive a small token (stickers or pencil) as they complete their A Grand Return Colouring Sheet.

CYW's will provide schools and teachers with stickers and pencils that will be distributed to students.

If you have any additional questions, please speak to your School Child & Youth Worker.

A Grand Return Colouring Sheets will be distributed to elementary schools next week.





# Welcoming and Inclusive Return to School – Tip Sheet for Educators

This document is based on School Mental Health Ontario's Aligned and Integrated Model (AIM)

This Tip Sheet for educators introduces a tiered support that prioritizes wellness, welcoming and belonging for all students.

Tips are provided for each of the Tier 1 categories:

**WELCOME**- Social & Physical Environment

**INCLUDE** – Student Engagement & Belonging

**UNDERSTAND** – Mental Health Literacy & Knowing your Students

**PROMOTE** – Curriculum, Teaching & Learning

**PARTNER** – Home, School, Community Partnerships



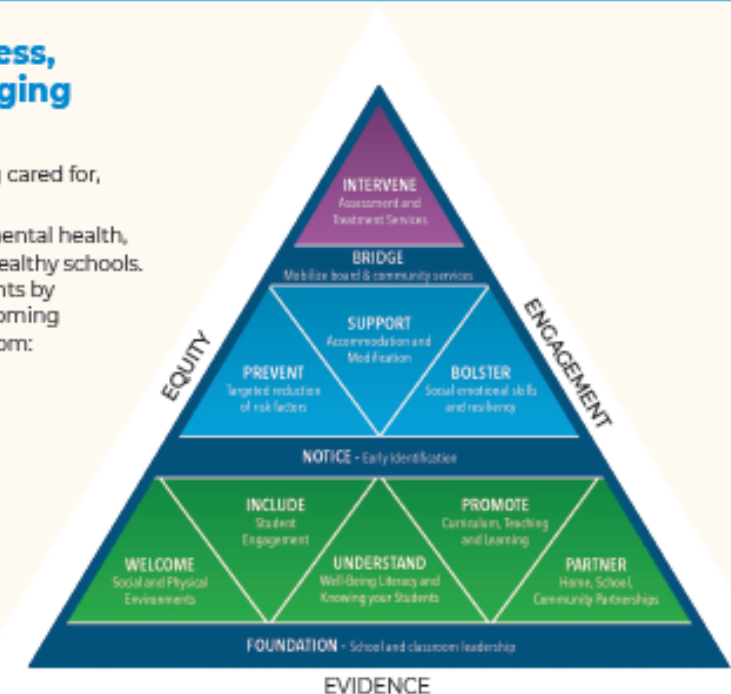
## Aligned and Integrated Model (AIM)

### Tier 1- Prioritize wellness, welcoming and belonging for all students

Connectedness is the sense of being cared for, being valued, and belonging.

It is a powerful protective factor in mental health, and is central to creating mentally healthy schools. School staff can connect with students by expressing care and creating a welcoming environment. All students benefit from:

- ✓ a calm school environment
- ✓ a warm welcome
- ✓ a genuine smile
- ✓ a connection to a caring adult, every day
- ✓ a chance to learn
- ✓ a safe place to risk
- ✓ someone who notices when something is wrong
- ✓ someone who reaches out when they notice
- ✓ someone who listens, supports access to services
- ✓ someone who believes in them, and instills hope



# The First 20 Days

## Activities That Support a Welcoming and Inclusive Return to School

- This guide gives educators lessons and activities to provide students a warm welcome as well as an opportunity to help students develop social-emotional skills and strategies to maintain a healthy well-being.
- This document was created for primary, junior, intermediate, and senior students regardless of ability or placement. Each activity has an entry point for every student and can be accommodated to support their individual needs and learning style.
- The activities include:
  - Creating a Welcoming Classroom Environment
  - Co-creating Classroom Rules & Expectations
  - You are unique and valued
  - Identify & Manage Emotions
  - Stress Management & Coping
  - Positive Motivation & Perseverance
  - Healthy Relationships
  - Self-awareness & Identify
  - Critical & Creative Thinking
  - Building Your 2021 Toolkit



Intermediate, Senior	Solve that problem	<div>Materials: None</div> <div><div>1. Write on the chalkboard <math>r + r = r</math> and <math>r + r = r</math> and then ask students what they think the equations mean. Tell students they have something to do with the rules of the classroom.</div><div>2. Arrange students into small groups and ask each group to think of a list of words that begin with the letter "r" that might relate to classroom rules.</div><div>3. Then, students use their list of words to come up with expressions that might fit the formula. For example: respect + rewards = rules or rules + respect = rebellion.</div><div>4. Other possible "r" words might include the following: regulation, relationships, reflect, routine, resolution, regard, read, react, ratify, reason(ing), reckless, and recommend.</div></div> <div>Education World: Education World. (n.d.). Ten Activities for Establishing Classroom Rules   Lesson Plan. Retrieved July 21, 2021, from <a href="https://www.educationworld.com/a_lesson/lesson/lesson070.shtml">https://www.educationworld.com/a_lesson/lesson/lesson070.shtml</a></div>
-------------------------	--------------------	--

Primary, Junior, Intermediate, Senior	<div>Teach us your name</div> <div>For Primary/Junior Read: Thunder Boy Jr by Sherman Alexei</div>	<div>Materials: None</div> <div>Have each student share their name, teach the class how to pronounce it the way they want it pronounced, and something about their name's meaning (e.g., "I was named after my aunt, my name means peace", "In my language, my name is Nikhil and I like to be called Nik", etc.).</div> <div>Read or watch the story "Thunder Boy Jr." By Sherman Alexei, focused on name and identity. Invite students to share information about their own names (first or last).</div> <div>School Mental Health Ontario: The First 10 days and Beyond. (n.d.). School Mental Health Ontario. Retrieved July 21, 2021, from <a href="https://smho-smso.ca/">https://smho-smso.ca/</a></div>
--	--	---



# Tip Sheet for Parents/Caregivers

## GEDSB 10 Tips to Support a Successful and Fun Return to School



From School Mental Health Ontario

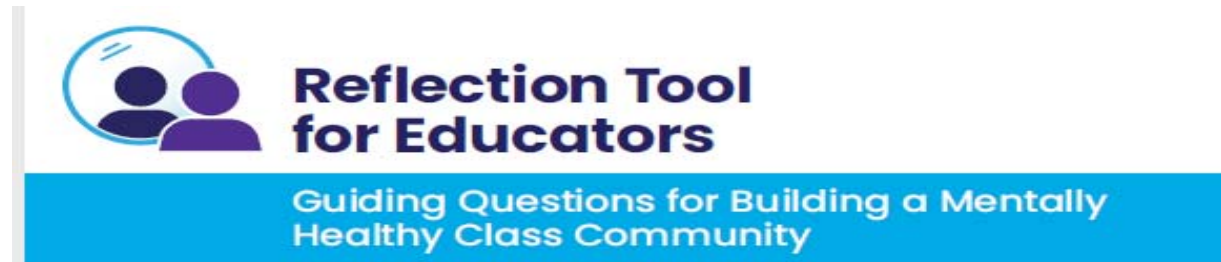
<https://smho-smso.ca/wp-content/uploads/2020/08/Supporting-Mental-Health-and-Wellness-during-the-Return-to-School-Tip-Sheet-EN.pdf>

**How to Support a Mentally Healthy Back to School for Your Child**

These two documents compliment each other.

# School Mental Health Ontario Resources

<https://smho-smso.ca/wp-content/uploads/2021/08/Mentally-Healthy-Classroom-Reflection-Tool.pdf>



<https://smho-smso.ca/wp-content/uploads/2021/08/MH-Promotion-at-School-Special-Education-Considerations.pdf>

## **Mental Health Promotion at School: Classroom Considerations**

Supporting Mental Wellness Amongst Students with Special Education Needs

<https://smho-smso.ca/wp-content/uploads/2020/08/Tip-sheet-positive-mental-health.pdf>

## **A Tip Sheet for Staff to Support Positive Mental Health for All Students**

<https://smho-smso.ca/wp-content/uploads/2020/08/The-First-10-Days.pdf>

## **The First 10 Days (and Beyond)**

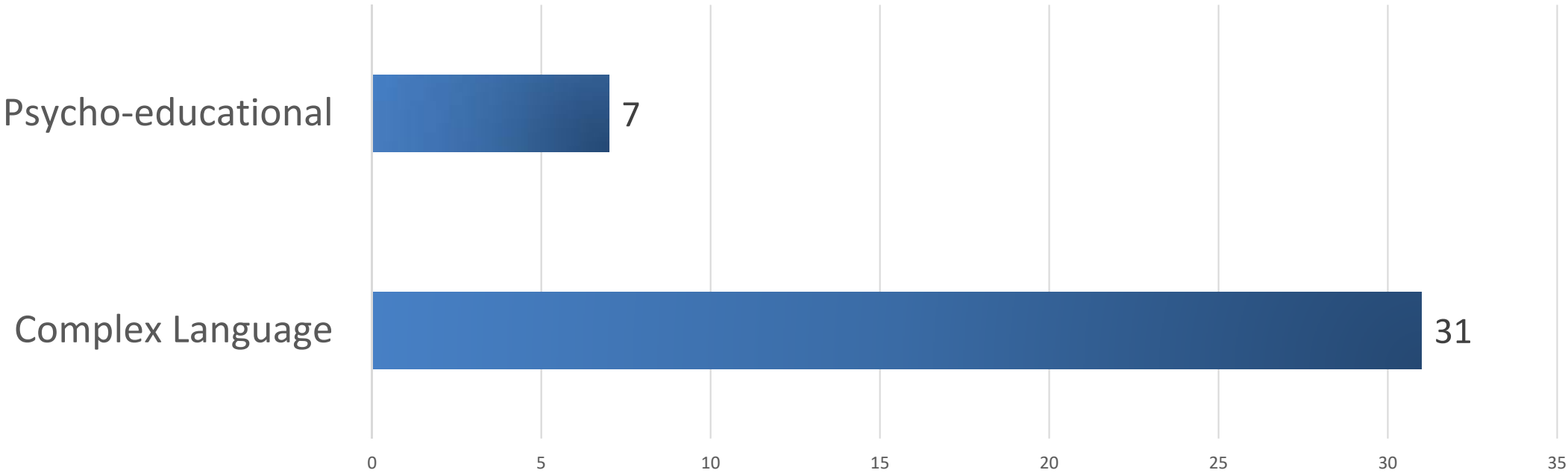
Creating Caring Connections and Supporting Student Mental Health and Well-Being During the Return to School

# Summer Assessments

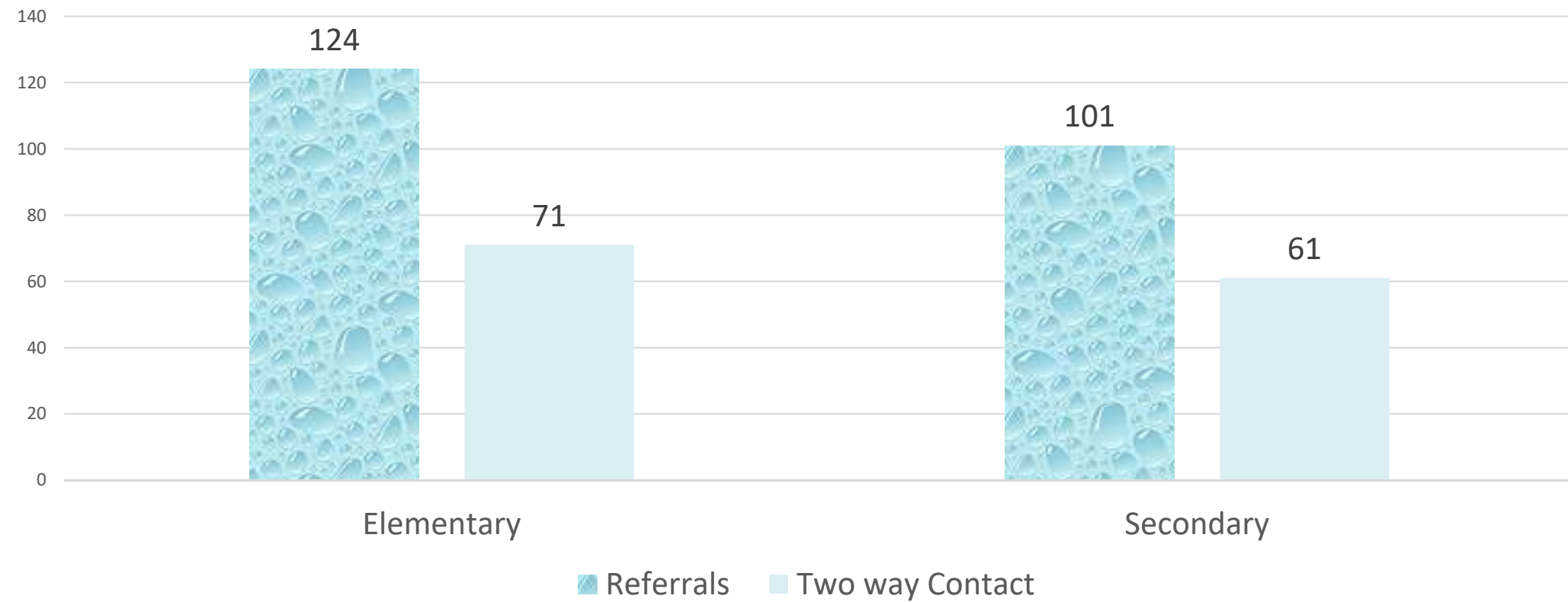
Karin Mertins, School & Program Support Lead

# Professional Assessments

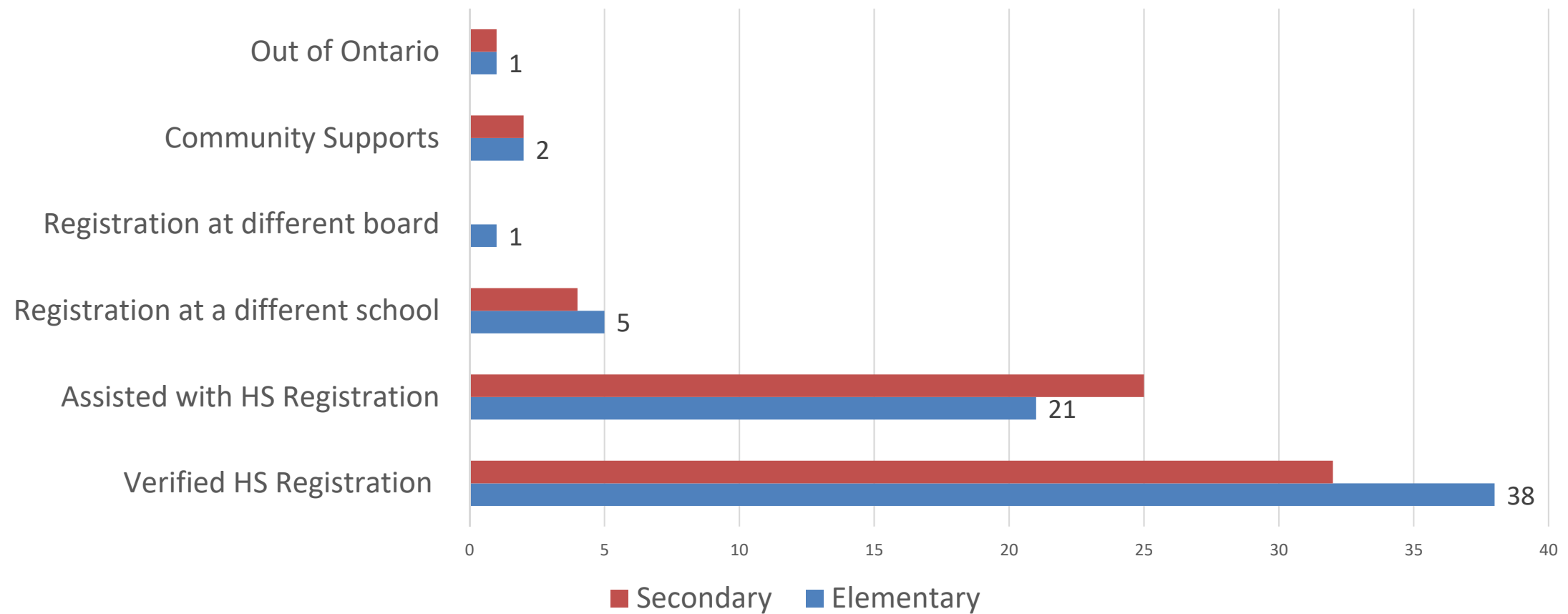
Summer 2021



## Attendance Counsellor Summer Outreach



## Outcome of Successful Two Way Contact



# Stand out Responses

*“While I have you on the phone, I have 4 other children I’d like to discuss...”*

*“I’m so glad you reached out because I wasn’t sure what to do and schools are not open yet.”*

*“The kids are excited to start school and see their friends again but the COVID numbers are scary.”*

*“My sister told me that you are an Attendance Counsellor that just sent her a text & I was hoping you could help me go back to school?”*

# Summer Programs

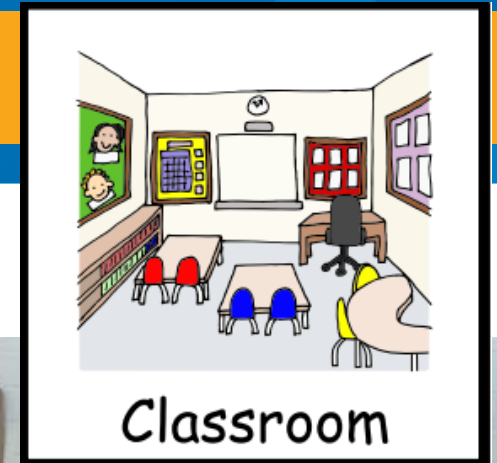
**Lindsay Sheppard, Lesley Boudreault, Fran Lainson**  
**Program Coordinators**



# Hello Classroom



The program helped students who are on alternative programs learn schedules and daily routines.

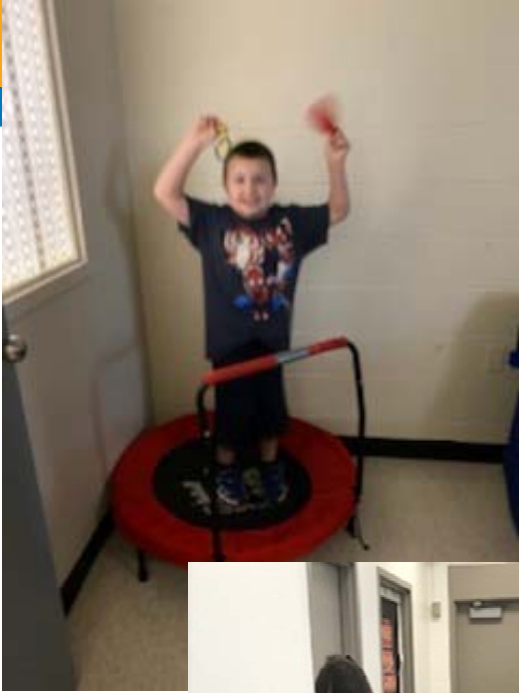




This program helped the students start to develop social skills and become comfortable around the school.







The program provided teacher with the opportunity to learn an optimal schedule to meet the students' needs.



Work Tasks

Choice Time

Sensory Time



# Summer School Transition Program (SSTP)



This program for students entering SK-grade 3 helped them learn some skills to help them have a positive transition back to school.



Communication Skills



Self-Regulation



Social Skills and/or Social Interactions

Behaviour Management





# This Is My New Classroom



This program provided the opportunity for students new to school to learn routines and develop relationships.



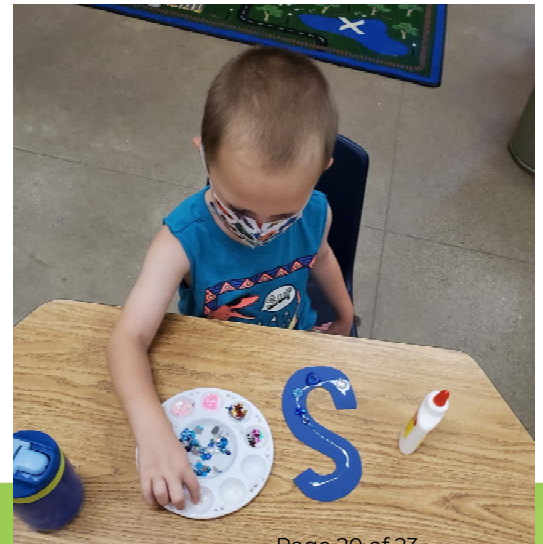




Time to  
practice skills  
with support  
from staff.

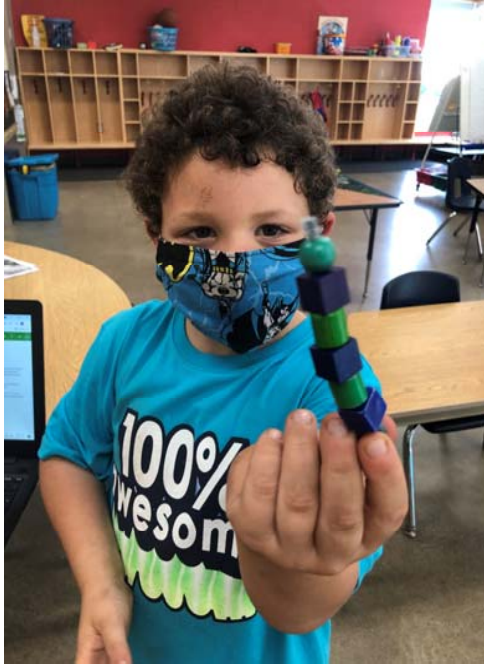
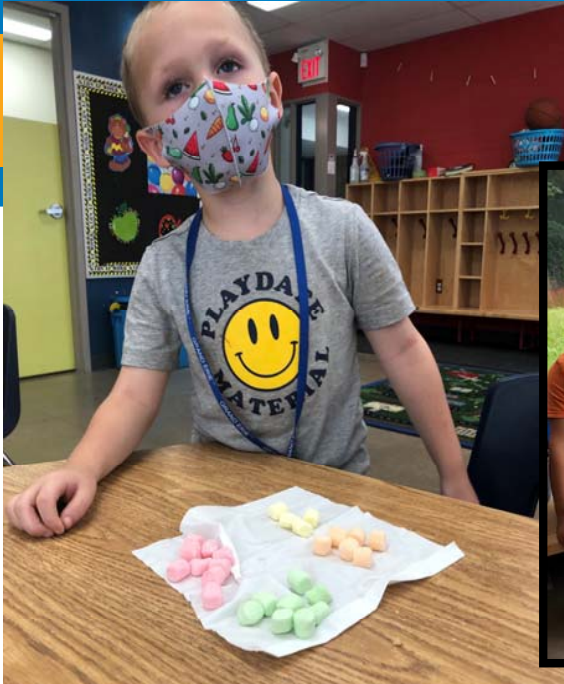






Happy to be here!







# Virtual Summer Programs



200 students were registered to participate in Lexia



## Summer Lexia Program

% meeting target minutes of practice set by Lexia

July 26 - 81%  
Aug. 9 - 58%

	% Reading Below Grade Level	% Reading At Grade Level	% Reading Above Grade Level
At start of programming	66	32	2
At end of programming	62	35	4



We offered three great virtual programs to support student learning.  
Sixty-nine students were registered to participate.



## **Technology Journeys in Math**

Through an engaging and collaborative environment students explore and practice using AT and technology tools while learning strategies to support comprehension, mathematical thinking, and problem-solving.

## **Assistive Technology Literacy**

Increase student independence, confidence, self-esteem and self-advocacy with technology!

The focus is the application of assistive technology to achieve the specific goals for the student; engagement, independence, skill development.

## **High School Transition Program**

Increase confidence and independence with managing workload, staying on top of tasks, and becoming a more confident reader and effective writer.



# Special Education Advisory Committee<sup>D-1 (b)</sup>

September 16, 2021

MS Teams Meeting

## NAMING OUR DEPARTMENT – A BOLD NEW VISION

### Priorities 2021-22: Learning Services

1. An asset-based focus will support accessible learning for all students to ensure equity in outcomes.
2. Schools will build the conditions for full participation of all through the use of Universal design and Differentiated Instruction and Assessment.
3. Schools will provide opportunities using a tiered approach to strategies and supports.

### Priorities 2021-22: Mental Health and Well-Being

1. Students have the knowledge and skills to tend to their own well-being.
2. School personnel have the knowledge and skills to support students' well-being using School Board and community pathways to mental health support and services.
3. Staff have the knowledge and skills to tend to their own well-being.





# Special Education

A Grand Erie Program

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

### MEMBER ORIENTATION HANDBOOK

*SUCCESS* for Every Student

Table of Contents

Introduction ..... 3

What is SEAC?..... 3

SEAC Meetings..... 4

SEAC Roles and Responsibilities..... 4

SEAC Terms of Reference ..... 6

Additional Resources for SEAC Members..... 6

Communication Tips..... 7

Guiding Principles to Promote a Positive Discussion Environment..... 8

Basic Format for Meetings ..... 8

For more information about the Grand Erie District School Board SEAC, contact: the Chair of SEAC at [SEACchair@granderie.ca](mailto:SEACchair@granderie.ca), or

**Principal Leader of Special Education**

**519-756-6306, ext. 287214**

**or**

**Program Coordinator of Special Education**

**519-756-6306, ext. 287217**

You may also wish to visit <http://www.granderie.ca/board/elementary/special-education/special-education-advisory-committee>.

## Introduction

The members of the Special Education Advisory Committee (SEAC) for the Grand Erie District School Board have prepared this orientation handbook to assist you in understanding and performing your role as a SEAC member. SEAC is a committee of the Board that includes:

- trustees
- special education staff
- representatives of community agencies serving individuals with special needs
- representatives of parent organizations advocating for children with special needs
- representatives of the community at large who have an interest in special-needs education.

Most learners are successful in the regular classroom; however, some students have exceptional needs and may require special programs and services. A learner with exceptional needs is a student whose behavioural, communicative, intellectual or physical exceptionalities are such that special education support is required.

## What is SEAC?

Special Education Advisory Committees (SEACs) were established by Ontario's Education Act, Section 206, Subsection (2), to make recommendations to their Boards about any matter related to the establishment and development of special education programs and services for students with exceptional needs. Each SEAC is responsible for examining, reviewing and making recommendations regarding the provision of special education programs and services in an advisory capacity. Some areas of focus are: philosophy and goals, policies and procedures, organizational structures, program delivery methods, services and facilities, funding, and the annual review of the Board's Special Education Plan.

SEAC members are welcome to bring the more general concerns of parents to the attention of the Board staff and trustees. All these groups work together to find solutions which meet the needs of our exceptional students. SEAC does not deal with specific questions about individual situations, which should be addressed to the child's teacher or the special education resource staff working with the child.

## SEAC Meetings

Ontario Regulation 464/97 provides direction on SEAC meetings requiring SEAC to meet at least ten times each year. Grand Erie DSB SEAC meets from September to June of each school year.

Most SEAC meetings take place at the Grand Erie DSB Education Centre located at 349 Erie Avenue in Brantford, usually on the third Thursday of the month, commencing at 6:00 p.m. Meetings may occasionally be scheduled to accommodate other special events, or rescheduled due to inclement weather.

SEAC meetings are open to the public, although members of the public wishing to present to SEAC must approach the committee Chair ahead of time, via the contact information provided on the second page of this handbook.

Community members may also approach any SEAC representative with a question or concern; contact information for SEAC members is provided on the Grand Erie DSB website. <http://www.granderie.ca/board/elementary/special-education/special-education-advisory-committee>

## SEAC Roles and Responsibilities

For a description of SEAC's makeup, roles and responsibilities under Ontario legislation, see Regulation 464/97, Education Act 1998. A link to this Regulation is available in the "Additional Resources" section of this document.

A summary of SEAC's roles and responsibilities include:

1. To make recommendations to the Board regarding the establishment, development and delivery of Special Education programs and services.

SEAC activities which support this role include:

- participating in program reviews;
- receiving and responding to reports about Special Education programs and services;
- discussing program recommendations that are presented by staff and/or subcommittees;
- bringing forward issues for discussion and recommendations for action by administration and/or the Board; and
- sharing information about association/agency activities and issues as relating to Grand Erie DSB Special Education programs.

2. To participate in the annual review of the Special Education Plan.

SEAC activities which support this role include:

- reviewing and discussing parts of the Special Education Plan; and
- reviewing changes to the plan and providing feedback to staff and the Board.

3. To participate in the annual budget process for Special Education.

SEAC activities which support this role include:

- receiving presentations from administration about the budget process and key issues;
- taking the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process; and
- taking the opportunity to make presentations to the trustees about proposed expenditures or funding allocations.

4. To communicate with parents and members of the public about Special Education programs and services, and the activities of SEAC.

SEAC activities which support this role include:

- holding open meetings which members of the public can attend;
- developing and distributing information about Special Education and SEAC;
- distributing information and consulting with members of the associations/agencies represented by SEAC members;
- participating in consultation between individual SEAC members and their respective provincial associations;
- providing input to the Grand Erie DSB website and publications which provide information about Special Education; and
- increasing awareness of Ministry of Education special education resources, including the Ministry of Education and SEAC websites.

5. To interact with other ministries, community partners and agencies.

SEAC activities which support this role include:

- responding to Ministry of Education consultations on Special Education policy and procedures;
- responding to government consultations on programs and policies which may affect students who require Special Education programs and services; and
- consulting and collaborating with other ministries, community partners and agencies regarding the development of changes in services and programs which may affect students who require special education.

## SEAC Terms of Reference

Each board creates the Terms of Reference for its SEAC. For the complete list of Grand Erie DSB SEAC's Terms of Reference, see the SEAC section of Grand Erie District School Board Bylaw 8, available at:

[http://granderie.ca/application/files/8215/1741/8412/BL8\\_Committees\\_of\\_the\\_Board\\_and\\_Terms\\_of\\_Reference.pdf](http://granderie.ca/application/files/8215/1741/8412/BL8_Committees_of_the_Board_and_Terms_of_Reference.pdf)

The Terms of Reference cover factors including:

- purpose and responsibility of SEAC
- composition of the committee
- operating procedures and scope
- role of the Board
- role of SEAC
- making recommendations to the Board

## Additional Resources for SEAC Members

- Ontario Education Act Regulation 464/97 regarding SEACs:  
[http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_970464\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970464_e.htm)
- Standards for School Boards' Special Education Plans  
On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario, and for ensuring greater accountability in the area of special education. The document describes the new province-wide standards that school boards must meet when developing their special education plans. The document can be found at:  
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.pdf>
- Ministry of Education Standards for the Planning, Development and Implementation of Individual Education Plans (IEPs) (2000) and the Ministry of Education Transition Plan Resource Guide (2002) are now both included in the Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017  
[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)
- Grand Erie District School Board Policy P1 on Special Education Guiding Principles:  
[http://www.granderie.ca/application/files/6315/0102/0454/P1\\_Special\\_Education\\_Guiding\\_Principles.pdf](http://www.granderie.ca/application/files/6315/0102/0454/P1_Special_Education_Guiding_Principles.pdf)



- Special Education section of Grand Erie District School Board website: <http://www.granderie.ca/board/elementary/special-education>, including:
  - Special Education Plan
  - List of SEAC Representatives
  - Parent's Guide to Special Education and the Identification, Placement and Review Committee (IPRC)
  - Glossary of Special Education Terms
- Minister's Advisory Council on Special Education (MACSE) [www.macse-on.ca](http://www.macse-on.ca)
- Ministry of Education Special Education Overview [www.edu.gov.on.ca/eng/parents/speced.html](http://www.edu.gov.on.ca/eng/parents/speced.html)
- Provincial Parent Association Advisory Committee (PAAC) on SEAC Handbook [www.paac-seac.ca](http://www.paac-seac.ca), which includes:
  - SEAC Effective Practices Handbook for SEAC Members <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/>
  - Surveys of SEAC Effectiveness
  - Regular updates on topical issues concerning SEAC roles and contributions

## Communication Tips

- If you are unclear about what has been said, or unfamiliar with an acronym or a regulation or policy – ask!!
- Issues involving your child carry a lot of emotional weight. Ask yourself if your feelings are getting in the way of communicating positively.
- Use concrete, specific words rather than abstractions, when describing situations or making requests.
- Avoid extreme language, such as “always” and “never” and “totally”, etc.
- Consider the context of anything that is said. Tune in to gestures, expression, tone of voice and body language.
- Work as hard on your listening as you do on expressing yourself.
- Plan what you are going to say, with the goal of being received, understood and remembered.

## Guiding Principles to Promote a Positive Discussion Environment

- Show respect for all people
- Treat everyone as well-meaning and holding positive intentions
- Demonstrate honesty and ethical behaviour
- Be aware that everyone has a perspective and unique knowledge to contribute
- Set a good example
- Show a warm and caring attitude
- Collaborate, compromise, discuss
- Enjoy the chance to hear other perspectives
- Recognize that we are all working towards success for special-needs children
- Celebrate successes!

## Basic Format for Meetings

- Arrival: arrive, and pick up and display your name card.
- Call to Order: the Chair will call the meeting to order.
- Roll Call: note is made of any members who are absent; if you cannot attend, please notify the SEAC Recording Secretary (Assistant to the Superintendent of Special Education), via email or via phone (519.756.6306, ext 281173)
- Confirmation of Agenda: if the agenda is amended, it must be moved and seconded.
- Approval of Minutes: motion for approval of minutes as provided (or, as provided and then amended) should be made and seconded.
- Timed presentation(s): this is an opportunity to have a guest speaker who educates SEAC in some topic pertaining to SEAC's areas of interest (e.g. special education budget, specific special education programs and classrooms, etc.)
- Other agenda items: as provided and presented by various members of SEAC and/or Board personnel
- Motions: must be made and seconded
- Recommendations to Board: must be made, seconded, and communicated per Board bylaws
- Correspondence: as received by SEAC, for sharing with its members
- Updates: SEAC members can bring forward items of interest from their various communities/special needs subjects
- Next meeting date/time: confirmed at end of meeting
- Future agenda items: noted on agenda
- Adjournment: motion to adjourn must be made and seconded



# Grand Erie District School Board

## Background

Grand Erie continues to partner with Cardinal Software Systems Inc. to implement the Learner Intervention Tracking for Excellence (LITE) electronic software system.

## Additional Information

Below is an overview of data collected in various LITE modules currently being used in Grand Erie. In previous years, data for the first six months of the current year was shared. Beginning in 2018-19, information shared is full year data.

## Individual Education Plan Writer (IEP Writer)

Individual Education Plans are created in LITE. Alternate Report Cards and Transition Plans are also part of the IEP Writer module.

- 2016-17 5,257 active IEPs
- 2017-18 5,284 active IEPs
- 2018-19 5,078 active IEPs
- 2019-20 4,752 active IEPs
- 2020-21 4,487 active IEPs

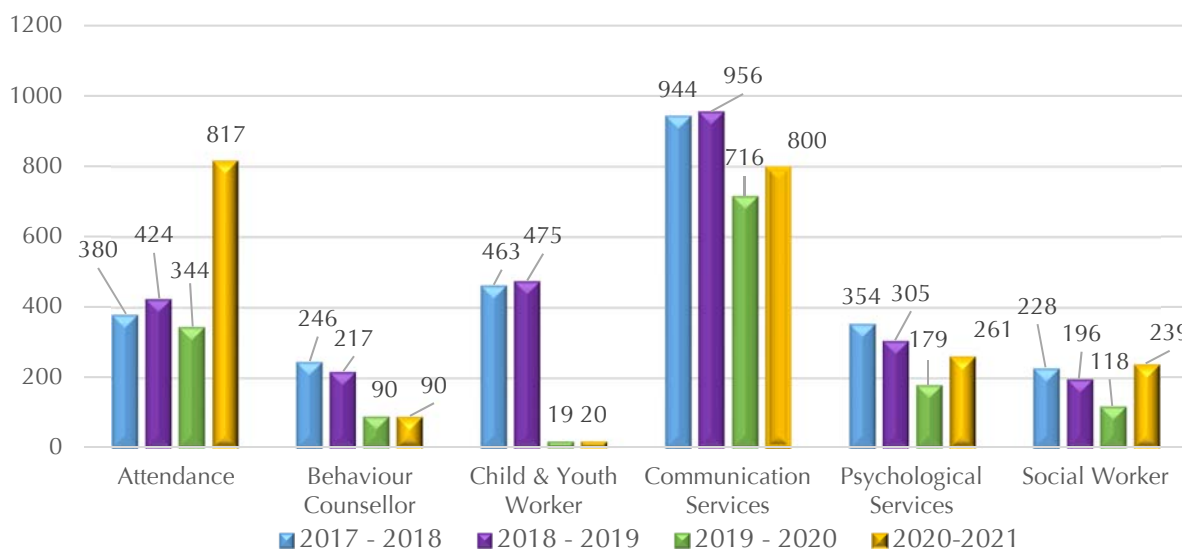
Year Total IEPs	Total IEPs	Identified	Non-Identified
2016-17	5,257	2,167	3,090
2017-18	5,284	2,326	2,958
2018-19	5,078	2,141	2,937
2019-20	4,752	1,992	2,760
2020-21	4,487	1,875	2,612

## Interventions - Professional Support Services Personnel (PSSP) Referral Data

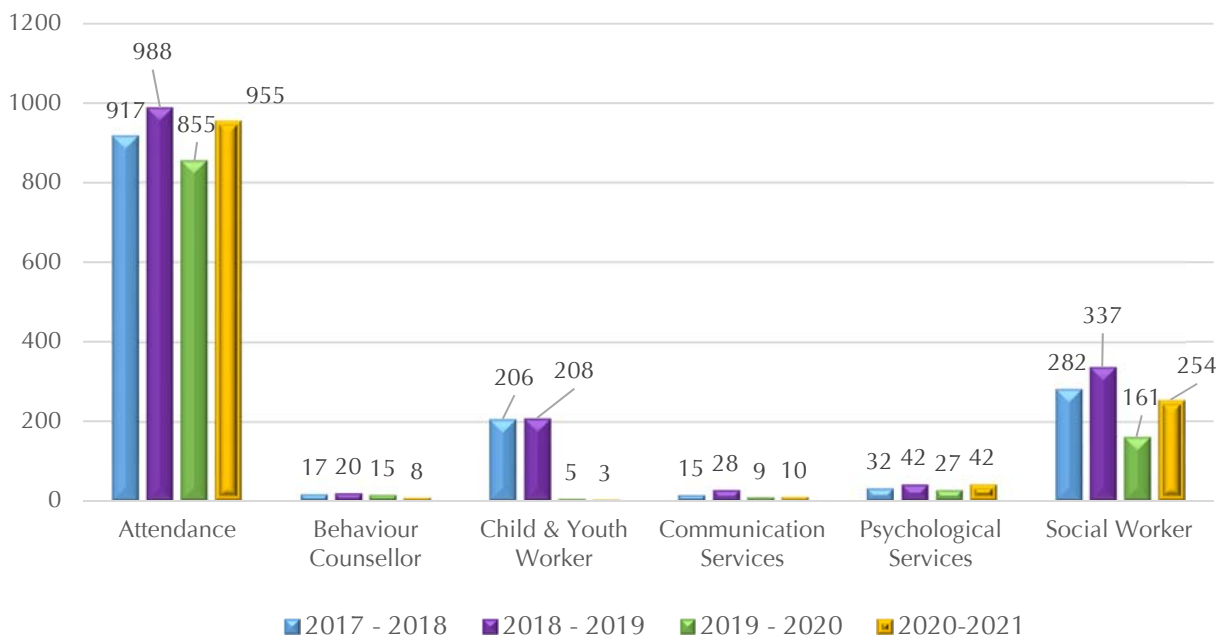
2016-17							
	Attendance	Behaviour	CYW	Communication	Psychology	SW	Total
Referrals	1948	371	836	862	444	545	5006
Students	1225	367	823	861	431	538	4245
2017-18							
	Attendance	Behaviour	CYW	Communication	Psychology	SW	Total
Referrals	2050	272	678	959	397	512	4869
Students	1297	263	669	959	386	510	4086
2018-19							
	Attendance	Behaviour	CYW	Communication	Psychology	SW	Total
Referrals	2166	247	693	994	351	568	5019
Students	1412	237	683	984	347	533	4196
2019-20							
	Attendance	Behaviour	CYW	Communication	Psychology	SW	Total
Referrals	1692	109	24	726	208	296	3055
Students	1199	105	24	725	206	279	2538
2020-21							
	Attendance	Behaviour	CYW	Communication	Psychology	SW	Total
Referrals	3173	135	23	810	310	524	5456
Students	1772	98	23	810	303	493	3499

## Total Number of Referrals for Elementary and Secondary Schools

### Elementary Referrals - # of Students



### Secondary Referrals - # of Students



### Cumulative student profiles

- 2016-17 3972 student profiles
- 2017-18 5507 student profiles
- 2018-19 3571 student profiles
- 2019-20 3996 student profiles
- 2020-21 4123 student profiles

### Meeting Management (MMM Module)

- 2016-17 → 2,189 IPRCs
- 2017-18 → 2,222 IPRCs
- 2018-19 → 2141 IPRCs
- 2019-20 → 1,992 IPRCs
- 2020-21 → 1,936 IPRCs

The number of IPRC meetings includes both school-based and area or system level IPRC meetings and Waivers.

The Medical Plan Module replaced the Student Support and Transportation Plans in September 2019.

- 2019-20 1329 Medical and Personal Care Plans were created
- 2020-21 1886 Medical and Personal Care Plans were created

### Special Education Classrooms 2020-21

Elementary Self-Contained Classrooms		Secondary Self-Contained Classrooms	
Type of Class	Number	Type of Class	Number
Multi-Handicap	3	Multi-Handicap	4
Strategies (Behaviour)	3	Autism	5
Gifted	1	Life Skills	12
Autism	11	Vocational Skills	9
Life Skills	7	Bridge	9
Transition	5		

### Special Education Referrals

Special Education referrals are submitted to access support from system teaching staff and Lead Educational Assistants. Referrals can be for individual student support or classroom-based support.

- 2017 – 2018 1084 referrals
- 2018 – 2019 1082 referrals
- 2019 – 2020 625 referrals
- 2020 – 2021 492 referrals

### Behaviour/Safety Plan

A Be/Safe Plan is an individualized plan that is implemented by staff in situations where prevention and intervention strategies are required. A Behaviour Plan can include a Safety Plan for crisis - response when current strategies have been unsuccessful in preventing behaviours that present an immediate risk of injury to staff and/or students. The Safety Plan details specific actions for staff to minimize or prevent injury.

- 2018-19 618 Behaviour/Safety Plans were created
- 2019-20 748 Behaviour/Safety Plans were created
- 2020-21 424 Behaviour/Safety Plans were created



# Grand Erie District School Board

## Public Consultation Plan for Annual Review October 2021

### Background:

Regulation 306 Special Education Programs and Services requires that all school boards create a plan that outlines the methods by which the needs of exceptional pupils will be met and that the special education plan is amended to meet the current needs of special education pupils of the board. School boards must ensure that the special education plan is reviewed annually and consultation with the public must occur.

Consultation questions are available on Grand Erie website and the public is prompted to respond to the survey when accessing Grand Erie's Special Education Plan on the website.

Input provided by the public is shared at a spring SEAC meeting annually and summarized in the Special Education Plan.

During the 2020-2021 school year, 9 individual responses were received. The feedback shared identify the strengths are related to communication, the IEP consultation process and the focus on the education of the students. Some needs identified were not related to special education but focused on the current situation related to wearing of masks and virtual learning. There were no responses when asked if parents found the special education plan helpful.

### Recommended Next Steps:

Continue with this consultation process in the 2021-22 school year and using feedback to make the Spec Ed plan more accessible to parents and easy to access the information that they require.

### Grand Erie Multi-Year Plan

This report supports the Learn indicator of Learn-Lead-Inspire and the following statement: we will build a culture of learning to nurture curiosity and opportunity for each learner.

Respectfully submitted,

Liana Thompson  
Superintendent of Education





# LDAO SEAC CIRCULAR

**September 2021**

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, usually in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

## **Topics covered by this SEAC Circular:**

1. Planning for the SEAC year
2. Ministry of Education Update
3. K-12 Education Standards Development Committee Initial Recommendations
4. October Public Awareness

## **List of Supplementary Materials:**

1. PAAC on SEAC Calendar 2021-22
2. Revised Policy/Program Memorandum No.151: Professional Activity Days Devoted to Provincial Education Priorities
3. PAAC on SEAC Response to K – 12 Recommendations
4. PAAC on SEAC Response to Transitions Recommendations
5. LDAO Public Awareness posters

**Note:** You can access the SEAC Circular and supplementary materials at [www.ldao.ca/about/public-policy-advocacy/seac-circulars/](http://www.ldao.ca/about/public-policy-advocacy/seac-circulars/).

You can access Ministry funding (B & SB) memos by date at: <http://www.edu.gov.on.ca/eng/policyfunding/memos/>

## 1. Planning for the SEAC year

The attached **PAAC on SEAC Annual Calendar** can be used to help plan SEAC activities for the school year.

The *PAAC on SEAC Effective Practices Handbook* (2016) outlines effective practices to help SEACs develop an annual plan (see: **Section 3 SEAC Roles & Responsibilities**, <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-1-annual-planning/>)

## 2. Ministry of Education Update

A Ministry Memo of August 18, 2021, *Revised Policy/Program Memorandum No.151: Professional Activity Days Devoted to Provincial Education Priorities* (attached) revises the list of topics for professionals activity days for 2021-22. School boards were asked to focus before the start of the school year on: health and safety protocol, mental health and well-being, and learning recovery and intervention strategies. Also included in the topics is instructional approaches to online/remote learning. SEACs can ask specifically about professional development on learning recovery and intervention strategies, and instructional approaches to online/remote learning, as applied to students with special education needs.

SEACS should also ask for a report on their school board's plans for learning recovery for students with special education needs.

The memo also announced a *Learning and innovation fund for teachers (LIFT)*. SEACs can ask if any of these funds will be used to benefit students with special education needs.

## 3. K-12 Education Standards Development Committee Initial Recommendations

The *Kindergarten-Grade-12 Education (K-12) Standards Development Committee (SDC)* of the AODA and a *Transitions Sub-Committee*, released sets of Initial Recommendations for public input in June. The deadline for public feedback has been extended to **September 30**. The Reports and associated surveys for public feedback can be viewed here: [Consultation: Initial recommendations for the development of proposed Kindergarten to Grade 12 \(K-12\) education accessibility standards | Ontario.ca](https://www.ontario.ca/govt/consultation-initial-recommendations-for-the-development-of-proposed-kindergarten-to-grade-12-k-12-education-accessibility-standards).

Since the original deadline was September 2<sup>nd</sup> your SEAC may have set up a subcommittee over the summer to develop a response and you may have discussion at a September meeting. To inform discussion PAAC on SEAC responses to the K-12 and the Transitions recommendations are attached. LDAO responses are still being finalized.

SEAC members are encouraged to respond to the survey individually as well as contribute to their SEAC response.

## 4. October Public Awareness

October is Learning Disabilities public awareness month. Attached are two posters for sharing.

**Questions?** Email Diane Wagner at [dianew@LDAO.ca](mailto:dianew@LDAO.ca)



## Algoma District School Board

644 Albert St. East  
Sault Ste. Marie  
ON P6A 2K7  
Telephone: (705) 945-7111  
FAX: (705) 942-2540  
www.adsb.on.ca

CHAIR  
Jennifer Sarlo

DIRECTOR OF EDUCATION  
Lucia Reece

March 30<sup>th</sup>, 2021

The Honourable Stephen Lecce  
Minister of Education  
315 Front Street West, 14<sup>th</sup> Floor  
Toronto, ON M7A 0B8

Dear Minister Lecce:

Please accept this letter on behalf of the Special Education Advisory Committee (SEAC) of the Algoma District School Board (ADSB). I am writing to express our support of the concerns brought forward by the Durham District School Board (DDSB) SEAC in its letter of February 9<sup>th</sup>, 2021, in regard to On-Line Learning Supports and Universal Design for Learning in provincial on-line learning resources, and the platforms used to access these resources.

The ADSB SEAC shares the concern that all on-line and/or e-learning courses must be consistently maintained with enabled links and resources that meet accessibility standards (e.g. closed captioning). With the current focus on ensuring that remote or virtual learning is readily available, it is essential that course materials be created and maintained in a manner that allows all students to learn and demonstrate their learning. We agree with the statements put forward by the DDSB SEAC, namely, that a focus on creating accessible resources for online content is critical for the ongoing learning of students with special education needs.

It is our belief that an increased commitment to providing accessible technological resources that incorporate the principles of Universal Design for Learning will allow all students to make appropriate learning choices based on their individual strengths and needs.

We appreciate your time and consideration.

Sincerely,

Pat Mick  
Chair, ADSB SEAC

Cc: Ontario District School Board SEACs  
Lucia Reece, Director of Education

June 22, 2021

**RECEIVED**

By P Curran at 12:18 pm, Jun 24, 2021

**Via email minister.edu@ontario.ca**

The Honourable Stephen Lecce  
Minister of Education  
Mowat Block, 22nd Floor  
900 Bay Street  
Toronto, Ontario M7A 1L2

Dear Minister Lecce,

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is supporting a recommendation brought forward to the Board of Trustees by the Special Education Advisory Committee on June 22, 2021. We are writing for consideration of the following as we plan for school to resume next September.

### **Summer Special Education and Mental Health and Wellbeing Programming**

While we embark on summer programming in special education to support summer learning, social skills development, reading, and transitions, we ask that funding not spent this summer be extended into the school year and in support of exceptional students who may not be able to participate this summer.

### **Stabilization Funding - Declining Enrolment**

Additionally, we ask previously offered stabilization funding be secured to offset declining enrollment, a symptom not so much of leaving school but as a pandemic option for families who out of an abundance of caution have opted to home school their children.

### **Exceptional Learners - Learning Recovery and Renewal**

Finally, we ask that the kind of funding offered through special education programming this summer, be embedded in the course of the 2021-2022 school year to offset what has been identified as potential gaps in learning and in student wellbeing. We also ask that boards have flexibility in determining the special education staff required to implement this support, recognizing that anticipated gaps must be met in ways that meet the multi-dimensional, and multidisciplinary, needs of students.

Yours in Catholic Education,



Arlene Godby, Board Chair of S.E.A.C.

cc: David Bernier, Chair, PVNCCDSB  
cc: Ontario Catholic School Trustees Association (OCSTA)